

50037 EARLY CHILDHOOD TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

50037.1 The program requires the study of typical and atypical child development to include the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight including characteristics of children as learners and as individuals. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- compare and contrast major existing theories of child development, i.e., Skinner, Piaget, Vygotsky, Erikson, etc.;
- illustrate understanding of different learning styles and modalities evidenced in young children;
- design learning opportunities for young children that promote positive development in physical development, social skills, emotional development, language acquisition, cognitive development, and/or aesthetic appreciation;
- identify and describe/define the typical sequence of development of children from birth through age eight;
- identify and describe markers of atypical development;
- prescribe modifications/adaptations in early childhood programs/environments for identified atypical development;
- identify and describe/define life events and stressors that influence child development;
- prescribe activities/experiences designed to motivate young children toward growth, development and learning throughout their lives;
- identify and design authentic experiences that reflect the interrelationship among culture and language influences represented in the community and in daily experiences in the early childhood environment;
- identify family, cultural and community influences on child development through analysis and discussion of case studies.

50037.2 The program requires the study of historical, philosophical, and social foundations and how these foundations influence current thought and practice in early childhood education. The program uses varied performance assessments of candidate's understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify the historical, philosophical, and social theories of education that influence contemporary early childhood education practices in light of current research;

- understand the multidisciplinary nature of research and theory and their influence on current practices in the education of children with diverse backgrounds and needs;
- demonstrate how learning theories and child development interrelate and how to use this knowledge in planning developmentally appropriate programs for young children;
- identify the historical, philosophical and social theories of education that are the foundation of developmentally appropriate practices and how these influence curricula development and program models;
- identify what current research indicates as best practices for teaching young children.

50037.3 The program requires the study of how to establish and maintain collaborative partnerships with families, communities, and other professionals. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- establish and maintain positive collaborative relationships with families;
- acknowledge that parents are the child's first teacher;
- affirm and respect parent choices and goals for their children and how to communicate effectively with parents about the schools' goals and their children's progress;
- involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special needs;
- involve parents in making decisions related to their child's development and how to involve children's families in their educational experiences;
- accept differences in families and their social and cultural backgrounds;
- apply family system theories, and knowledge of the dynamics of roles and relationships within families and communities;
- provide families with information regarding a range of family-oriented services that are designed to help families' identified needs;
- communicate effectively with other professionals and agencies that support children's development, learning and well-being;
- conduct effective parent teacher conferences and communicate well with parents;
- involve the community in the program.

50037.4 The program requires 16 semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify/define developmentally appropriate practices for early childhood education as defined by NAEYC and other professional organizations;
- design and implement long-range curriculum goals that include developmentally appropriate learning experiences for children from birth through age eight allowing for individual differences among children, while acknowledging/integrating community and cultural values;
- design and implement daily lesson/activity plans that provide developmentally appropriate learning experiences for children from birth through age eight that is responsive to individual differences among children, while acknowledging/integrating community and cultural values;
- effectively arrange and change the site environment in order to facilitate learning;
- adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities;
- demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning;
- demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement;
- use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development;
- use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions;
- develop learning activities that allow young children, through play, to construct knowledge and acquire skills;
- develop learning activities for children with varied exceptionalities, learning styles, and performance modes in order to design instruction that helps use young children's strengths as the basis for growth;
- teach young children the process of acquiring a new language and how to support the learning of students who have acquired English as a second language;
- use observation skills in the design, development and evaluation of lesson/activity plans;
- establish and maintain physically and psychologically safe and health indoor and outdoor learning environments for children;
- recognize and incorporate play as a primary tool for children in the acquisition of knowledge and the construction of understanding;
- use effective two-way communication with parents concerning curriculum and instruction that allows for active involvement of parents.

50037.5 The program requires the study of strategies to encourage positive social interaction among children, to promote positive conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- promote children's self-awareness and self-esteem through verbal and nonverbal communication;
- identify and describe factors that contribute to aggressive behavior in children and strategies that help reduce children's aggressive behavior and give them alternative ways to cope with aggression;
- identify and describe children's physical, psychological, and behavioral reactions to stress and identify strategies for helping children cope effectively with stress;
- identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children's development of interpersonal skills;
- recognize signs of emotional distress, child abuse, domestic violence, and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities;
- use individual and group guidance and problem solving techniques to develop positive and supportive relationships among children;
- provide cooperative learning activities to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.

50037.6 The program requires the study of formal and informal assessment, the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- use a variety of observation strategies (e.g., time sample, frequency samples, interval samples, anecdotal records, checklists, running narratives) as a tool for gathering information in all developmental areas (cognitive, motor, adaptive/self-help, social/emotional and communication);
- identify the characteristics, uses, advantages, and limitations of different types of assessment (e.g., criterion-referenced, norm-referenced, standardized, performance based, observation systems, environmental scan, and artifacts of children's work);
- solicit and use information about children's experiences, learning behaviors, strengths, needs, and progress from parents, other colleagues, and the young children themselves;

- select, construct and use assessment strategies and instruments appropriate to the children's background and developmental areas being assessed;
- collaborate with families, colleagues, and other professionals in the development of appropriate methods of observation of, evaluation of, assessment of, and instructional planning for all young children;
- integrate informal and formal assessment information to plan appropriate programs, environments, interactions of children, and adapting for individual differences and diverse backgrounds;
- maintain useful records of young children's work and communicate children's progress in meaningful ways to children, families, and other colleagues;
- assess children using their primary mode of communication, and communicate with parents using their primary language;
- help children use self-assessment to create an awareness of their strengths and to encourage them to set personal goals for learning;
- describe the impact of current research regarding appropriate assessment of all young children;
- demonstrate the importance of ongoing assessment of the instructional process in facilitating children's individualized learning;
- identify and access appropriate referral resources to meet the assessment, programming, and support needs of children and families (e.g., Child Find, parent support groups, mental health professionals, Early Intervention services).

50037.7 The program requires the study of current, appropriate instructional and augmentative technologies for professions, children, and families. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- select and use appropriate technology tools that enhance student learning in their specific content areas(s);
- evaluate and demonstrate appropriate use of technology with young children, including assistive technology with children with disabilities;
- evaluate and demonstrate appropriate use of technology for teachers/administrators to effectively manage, communicate, conduct instructional planning, and record keeping activities.

50037.8 The program requires the study of actively modeling professionalism, advocacy, ethical behavior, and commitment to lifelong learning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- develop a philosophy and rationale for decisions based on Early Childhood theories;

- reflectively self-assess and evaluate as a basis for program planning and modification;
- identify current issues and trends, legal issues, legislation, and other public policies that affect children, families, and programs for young children;
- become aware of and develop a commitment to the profession's code of ethical conduct;
- serve as an advocate on behalf of young children and their families;
- actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice;
- protect confidentiality of all young children and their families;
- demonstrate good oral and written communication skills;
- affirm and respect culturally and linguistically diverse children, their families, and their communities.

50037.9 The program requires three supervised field experiences and two student teaching experiences. One student teaching experience must be in an accredited pre-kindergarten or kindergarten setting and the other in grades 1, 2, or 3, and include the opportunity to work with children with special needs. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- observe and participate, under supervision, in three diverse field experiences that require the demonstration of the ability to work effectively with children in diverse age ranges (infant/toddler, preschooler, kindergarten, or primary school grades 1 to 3), with children of varying abilities, culture, and linguistic background; each of the three experiences must be at a different age level;
- work effectively during full-time (ten weeks) supervised student teaching in at least two different settings serving children of two different age groups (PK/K and 1, 2, or 3), and including the opportunity to work with children with special needs;
- use reflection to evaluate field experiences and student teaching that include working with an interdisciplinary team of professionals and working with parents.

50037.10 The program requires the study of basic principles of administration, organization, leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify and analyze the creation and administration of early childhood programs, including licensing requirements, handling finances, supervision of

staff, enrollment procedures, health, nutrition and safety issues, publicity procedures, and grant writing;

- incorporate quality child care standards into program philosophies and goals;
- develop program evaluation which includes input from parents, teachers and the community;
- review accreditation criteria from professional (i.e., NEA, NAEYC), state and national organizations as a part of program planning and evaluation.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

(Effective Date August 1, 2002, Mandatory For Visits August 1, 2004)